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ABSTRACT

The purpose of the Teacher Education Improvement Project at Grambling State University (Louisiana) was to document the change processes and products the institution used to improve performance of prospective teachers. The intent was to validate the effectiveness of planned programs of change in five areas: student assessment; faculty development; curriculum revision; instructional development; and program monitoring and evaluation. By replicating its own model, documenting project activities, synthesizing college records, collaborating with consultants and other institutions, and engaging in formative and summative evaluation activities, the university was able to demonstrate that the model provided four major outcomes: (1) an improved pass rate of graduates on the National Teacher Examination (from 6 to 86 percent); (2) an updated curriculum; (3) increased enrollment; and (4) an improved public image. This manual describes in detail the project, Grambling State University, change objectives, program activities, and project results. (CB)

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COLLEGE OF EDUCATION

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Final Project Report

TEACHER EDUCATION IMPROVEMENT PROJECT

1985 - 1986

SP 028 423

GRAMBLING STATE UNIVERSITY
COLLEGE OF EDUCATION

Post Office Box 46
Grambling, Louisiana 71245

GRANT NUMBER: G008541208

PROJECT DATES:

Starting Date:	October 1, 1985
Ending Date:	September 30, 1986
Number of Months:	12

PROJECT DIRECTOR:

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GRANT AWARD: Year I - $35,490

PROJECT SUMMARY

The Teacher Education Improvement Project documented and validated the change processes and products Grambling State University employed to improve the performance of its prospective teachers. Validation focused on student assessment, faculty development, curriculum revision, instructional development and program monitoring/evaluation. Project findings confirm improved student performance as well as an updated curriculum. They illuminate new instructional methodologies and make possible communication of a coherent, effective training model for replication and dissemination.

Project Director, Johnnie R. Mills

Project Reports

-Teacher Education Improvement Project: A Final Report

-A Conscious Choice: Excellence In Teacher Education (A Monograph In Print)

-Student Progress Monitoring Forms

-A Summary of How Grambling's Program Changed

-Grambling's Teacher Training Improvement Model

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EXECUTIVE SUMMARY

Project Overview

The College of Education at Grambling State University validated a strategy for improving the academic performance of preservice teachers in classrooms and on standardized competency tests. By replicating its own model, documenting project activities, synthesizing College records, collaborating with consultants and other institutions, and engaging in formative and summative evaluation activities. Grambling was able to demonstrate that the model provided for four major outcomes. The outcomes were: (1) an improved pass rate of graduates on the National Teacher Examination (NTE), from 6% to an average of 86%, (2) an updated curriculum, (3) increased enrollment, and (4) an improved public image.

Purpose

The purpose of the Teacher Education Improvement project was to document the change processes and products Grambling used to improve student performance. The intent was to validate the effectiveness of planned programs of change in five areas: (1) student assessment, (2) faculty develoment, (3) curriculum revision, (4) instructional development, (5) program monitoring and evaluation. Anticipated outcomes were: a continuation of improved student performance, increased faculty and instructional development, identification of program improvement maintenance needs, and a comprehensive history and analysis of Grambling's model. Additionally, Grambling desired to provide for other institutions a forum for exchanging ideas and information, increased opportunities for cooperative problem solving, and increased assessiblity to technical assistance.

Background and Origins

Grambling State University is a small rural historically Black institution located in North Central Louisiana. Open admission laws and Grambling's history of taking students where they are and transforming them into productive citizens have attracted varied levels of students from across the nation. Primarily, though, the typical freshman is a Black student suffering from previous economic, educational and social disadvantages.

The past scores of Grambling's graduates on the National Teacher Examinations (NTE) suggested that students had acute knowledge and skill deficiencies in several academic areas. Moreover, consistent publicity of Grambling's high NTE failure rate in various newspapers nourished a negative public image of the Teacher Training Program. The implication of these reports, was that Grambling and other similarly troubled institutions were unaffordable academic blights. The message of the time seemed to have been "We want Black teacher colleges out of business." Consequently, if Grambling were to continue helping to meet society's educational needs; and if the College were to stay in business, student performance would have to improve. In response, the College of Education made a conscious choice to develop a program of excellence in teacher education. The desire was to take the present program and to make it better. The new program would reflect not only responsiveness to emergent societal forces such as teacher testing, but also responsiveness to changes in the knowledge base for teacher education caused by societal manipulations and research.

Ninety-eight percent of the faculty in the College of Education have terminal degrees. Over 50% are tenured. Confrontation with troubled times, reforms and the changes occurring in 1980 were not new to them. Historically, they had survived many similar adversities. Yet the 80 to 90 percent failure rate of Grambling's graduates for initial teacher certification seemed to totally disarm faculty members. This was an affront to their credibility.

Most faculty saw the lack of supplies, equipment and travel monies as the major problem. The poor performance of the students on the NTE seemed at first to be a secondary concern. Faculty also felt the NTE problem resulted from the poor quality of entering students and the failure of other academic units to do their job. Central administration, on the other hand, saw the primary and foremost problem as being that of the poor performance of the students on the NTE. They felt the situation could be markedly bettered by improving management and faculty productivity with the College of Education.

Initially, the dean was faced with influencing people at all levels to want to work with the College to make a difference in student performance. At least 70 percent of the academic preparation of teacher education candidates at Grambling is obtained in academic departments outside the College of Education. It was, therefore, important to get the President, Vice President,Deans, Department Heads and faculty in other colleges to accept the fact that the poor performance of teacher education students on the NTE was a university-wide problem and that everyone must be accountable for planned improvement efforts. Other organizational needs included the following: (1) changing the College of Education from being a near-closed system to being a system very much open to new ideas and guidance from outside its boundaries; (2) offering renewal activities for tenured faculty members who were either burned out, unmotivated, or retired on the job; (3) reviving the College by introducing innovations; (4) hiring, when possible, new faculty with new ideas; (5) freeing the faculty to say, "I don't know," or "I need help"; (6) providing growth opportunities for tenured faculty motivated toward personal and professional development goals and (7) providing daily guidance and leadership for faculty members who demonstrated a lack of self-direction.

The six years following Grambling's 1980 decision to pursue excellence in teacher training have witnessed the development of many innovative ideas, practices and products; none of which came easily. They emerged from bare-bones budgets and overworked dreamers who believed it possible to turn the College around. They emerged from the struggles of faculty, students and administrators who, at the same time, had to live with the trauma of change. Forces such as personnel changes, faculty perceived autonomy and course ownership, and resistance to changing encrusted traditional structures and behaviors frequently operated to undermind improvement efforts. Ultimately, these forces were transformed into constructive energy that netted the College many benefits. A major benefit was receiving funds for the validation project explored in this report.

The Teacher education Improvement Project did not require changes in organizational policy. Except for documentation and research, the project did not require any unusual activities for and by students and faculty. Essentially, the College's task was to continue implementing the model as it had been designed. Efforts during implementation were toward replicating and refining newly designed training experiences for both faculty and students. Documentation, facilitated by external evaluators, project staff and consultants resulted in the development of training materials and reports.

Project Description

Four questions guided project operations: (1) What is Grambling presently doing in its teacher education program that improves student performance? (2) How is this program of action different from what Grambling did in the past? (3) How does Grambling's new program differ from that of other institutions with similar problems? and (4) What are the planned and unplanned outcomes of Grambling's change program?

To answer these four questions the Project employed a variety of data collection methods. These methods included a synthesis of college records and literature, student and faculty interviews, documentation of replicated faculty and instructional development activities, and comparative analyses of Grambling's program with the programs of several other similar institutions. Finally, cross-validation of project findings was facilitated through planned internal and external evaluation activities.

In addition to traditional technical reports on the project's progress, project findings were captured in training reports and manuals. The objective here was to compile, in concrete and systematic form, a formal record of the change and validation processes utilized by Grambling as resources for offering technical assistance and for dissemination to the profession.

In all, there were six phases of project activities, they were: (1) project planning and preparation, (2) analysis and synthesis of exiting data on students, faculty and curriculum revision, (3) replication of training and documentation of faculty and instructional development, (4) program evaluation, (5) synthesis of project findings and initial drafting of training manuals (The development of training reports were ongoing throughout the life of the project), (6) preparation of final training manuals and Summative Reports.

Faculty, students, and administrators in the College of Education participated in the validation process. In particular, faculty served as primary sources of data as well as documentors of student data.

Project personnel consisted of a director, project associate, graduate assistant, research associate and secretary. Two external consultants were used to assist with faculty and instructional development and one external evaluator monitored project activities.

The Teacher Education Improvement Project received total fiscal support in the amount of $65,700. The Fund for the Improvement of Postsecondary Education contributed $35,490. Grambling State University contributed the remaining $47,200 in release time for personnel.

Project Results

The Teacher Education Improvement Project achieved all of its stated goals successfully. Additionally, it also provided for some unintended positive outcomes. As a result of documentation and validation activities Grambling was able to: (a) develop a detailed case study of its teacher-training model/program for dissemination; (b) respond to requests for information, technical assistance, visits and collaborative projects from more than 35 institutions, (c) conduct a conference focusing on quality issues in teacher education, (d) lay the groundwork for establishing a Teacher Education Improvement Consortium, (e) build relationships with institutions that desire to replicate Grambling's Model, (f) answer in systematic and detailed fashion those questions which led to the Project's initiation, (g) refine activities designed to improve the performance of students and faculty, and (h) complete institutionalization of the model.

More importantly, the Project supported the continued improvement of student performance on the NTE. Further, by sharing project findings with the entire University family, the feelings, perceptions and attitudes of faculty and students are more positive about themselves and tests. Finally, interaction and collaboration on teacher training between the College of Education and other colleges have increased.

In September 1986, three institutions began receiving long-term technical assistance from Grambling in the replication of Gramblings model. The institutions include Jackson State University, Alcorn University and Virginia State University. This collaborative endeavor is made possible by a grant from the Fund in response to a proposal submitted by

Grambling. The validation project evaluated in this report made it possible for Grambling to propose such an idea for funding. At this time, Grambling plans to continue replicating it's success story through the project Technical Assistance and Dissemination to Improve Teacher Education In the Southeastern United States.

Summary and Conclusions

Grambling gained many insights from its validation project. These lessons learned are summed in the following statement: Excellence in teacher education is achieved not by books, but by people; not by meeting a set of standards, but by setting and achieving standards which require far more than those already in existence; not by treating only activities, but by treating and revamping an entire program when necessary; not by hiding program deficiencies, but by seeking them out and dealing with them; and not by running from additional responsibility, but by adapting to and conquering challenges in a manner which supports and advances the profession.

Final Project Report
Teacher Education Improvement Project
Grambling State University
1985 - 1986

Submitted to:
The Comprehensive Program
Fund for the Improvement of Postsecondary Education

PROJECT OVERVIEW

Responding to the nation's delimma of how to improve the performance of minority graduates on teacher competency tests, Grambling State University implemented a project to validate its own teacher training model as an effective curative. The Teacher Education Improvement Project successfully validated the effectiveness of Grambling's processes, products and practices in a manner that makes Grambling's leadership and resources for replicating the model both possible and desirable. The evidences of effectiveness include: (1) an improved pass rate of graduates on the National Teacher Examinations (NTE), from 6% to 86%, (2) an updated curriculum, (3) increased enrollment, and (4) an improved public image. Students received continually improving instruction. Faculty benefited greatly from staff development and project reports. Visitors to Grambling's campus were given guided tours and detailed explanations of the program. They also were given sample training materials. Institutions that communicated requests by mail were sent packets of requested materials. Although it was expected that Grambling would be the receipient of most project benefits, initially that is, many people and institutions were served by formative and summative project activities.

PURPOSES

The purpose of the Teacher Education Improvement Project was to ascertain the effectiveness of Grambling's teacher training model in increasing the performance of graduates on the NTE and in the classroom. Validation covered all five areas of the teacher training model: (1) student assessment, (2) faculty development, (3) curriculum revision, (4) instructional development, (5) program monitoring and evaluation. Anticipated outcomes included: a continuation of improved student

performance, increased faculty and instuctional development, identification of program improvement maintenance needs, and a comprehensive history and analysis of Grambling's model. Additionally, Grambling desired to provide for other institutions a forum for exchanging ideas and information, increased opportunities for cooperative problem slolving, and increased assessibilty to technical assistance and resource materials.

Although much time and energy have gone into assessing the scope, magnitude and impact of teacher training and teacher testing problems, considerable confusion about how to solve these problems remains. Garibaldi (1986) summoned more research on the declining Black teacher; Educational Testing Services (ETS), producers of the NTE, adivsed that predominantly Black institutions must improve the poor reading skills, analytical problem solving skills, and general knowledge deficiencies of students; and some states (i.e. Alabama, Florida and Louisiana) have simply implemented competency laws which raise the entry requirements for teacher training programs (AACTE Briefs, December 1981).

Institutions suffering overwhelmingly poor student performance, continue to search frantically for a curative. Most of this action, however, at best represents only scattered, unsystematic attempts to apply programmatic band aids. Continued inadequate test performance is the result of these "piece meal" approaches. Because colleges of education (COE's) receive the most negative impact from testing fall out, they must assume leadership for reform in teacher testing and the general improvement of teacher education. All of the above suggestions probably have some degree of validity, but an effective comprehensive improvement strategy is needed. Grambling's model appeared to offer a solution. The Teacher Education Improvement Project, represented Grambling's efforts to address this need.

BACKGROUND AND ORIGINS

Grambling State University is a small rural historically Black institution located in North Central Louisiana. It is one of only two such public institutions in the state. Open admission laws and Grambling's history of taking students where they are and transforming them into productive citizens have attracted varied levels of

of students from across the nation. Primarily, though, the typical freshman is a Black student suffering from previous economic, educational and social disadvantages. Of the institutions's almost 5,000 students, approximately 90 percent receive some form of financial aid.

Until recently Grambling was most recognized nationally and internationally for its football accomplishments and the band's high stepping performances. During the early eighties, the University also became known for its court struggles with state and federal governments to advance equity for Blacks in higher education.

Though less renown, Grambling's teacher education program also has a proud and illustrious history. The University began as a teacher training college. Through the years it has distinguished itself in the state as a leader in developing innovative teacher training models (Jeanes teachers, supervision of first year teachers, the master teacher). Growth and progress prompted the demise of Grambling as solely a teacher training institution, while at the same time, transforming it into a comprehensive degree granting university. As a result the College of Education--with four departments, numerous undergraduate and graduate degree programs and a K-12 laboratory school program-became one of several such organizational units.

Six years ago, Grambling Suffered poor student performance on standardized teacher competency tests. In response, the College of Education made a conscious choice to develop a program of excellence in teacher education. the desire was to take the present program and make it better. The new program would reflect not only responsiveness to emergent societal forces such as teacher testing, but also responsiveness to changes in the knowledge base for teacher education caused by societal manipulations and research.

The past scores of Grambling's graduates on the National Teacher Examinations (NTE) suggested that students had acute knowledge and skill deficiencies in several academic areas. Moreover, consistent publicity of Grambling's high NTE failure rate in various newspapers nourished a negative public image of the Teacher Training Program. The implication of these reports, was that Grambling and other similarly troubled institutions were unaffordable academic blights. The message of the time seemed to have

been "We want Black teacher colleges out of business." Consequently, if Grambling were to continue helping to meet society's educational needs; and if the College were to stay in business, student performance would have to improve.

Ninety-eight percent of the faculty in the College of Education have terminal degrees representing some of the most prominent institutions of America. Confrontation with troubled times, reforms and the changes occurring in 1980 were nothing new to the education faculty. Historically, it had survived many similar adversities. Yet faculty met public indictment because of poor student performance on the National Teacher Examinations (NTE) with great trepidation. Failure rates of 80 to 90 percent for Grambling's graduates for initial teacher certification seemed to totally disarm faculty members. This was an affront to their credibility.

Most faculty saw the lack of supplies, equipment and travel monies as the major problem. The poor performance of the students on the NTE seemed at first to be a secondary concern. Faculty also felt the NTE problem resulted from the poor quality of entering students and the failure of other academic units to do their jobs. Central administration on the other hand, saw the primary and foremost problem as being that of the poor performance of the students on the NTE. They felt the situation could be markedly betterd by improving management and faculty productivity within the College of Education.

From all appearances in 1980, the College of Education and the other support units were in a heated battle against organizational inertia, especially as it related to education majors. A disappointing number of people seemed content with past accomplishments and complacent about the current state of affairs. They seemed unmoved by the fact that many things having impact upon teacher education were changing around them--that they too would need to change if Grambling's COE were to regain its status as a leader and remain current and responsive to dynamic societal demands.

Initially, the dean was faced with influencing people at all levels to want to work with the College to make a difference in student performance. At least 70 percent of the academic preparation of teacher education candidates at Grambling is obtained in academic departments outside the College of Education. It was, therefore, important

to get the President, Vice President, Deans, Department Heads and faculty in other colleges to accept the fact that the poor performance of teacher education students on the NTE was a university-wide problem and that everyone must be accountable for planned improvement efforts. Other organizational needs included the following: (1) changing the College of Education from being a near-closed system to being a system very much open to new ideas and guidance from outside its boundaries; (2) offering renewal activities for tenured faculty member who were either burned out, unmotivated, or retired on the job; (3) reviving the College by introducing innovations; (4) hiring, when possible, new faculty with new ideas; (5) freeing the faculty to say, "I don't know," or "I need help"; (6) providing growth opportunities for tenured faculty motivated toward personal and professional development goals and (7) providing daily guidance and leadership for faculty members who demonstrated a lack of self-direction.

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and preparation, (2) analysis and synthesis of existing data on students, faculty and curriculum revision, (3) replication of training and documentation of faculty and instructional development, (4) program evaluation, (5) synthesis of project findings, (6) preparation of summative reports. In addition to traditional technical reports on the project's progress, project findings were captured in training reports and manuals. The objective here was to compile, in concrete and systematic form, a formal record of the change and validation processes utilized by Grambling as resources for offering technical assistance and for dissemination to the profession.

Faculty, students, and administrators in the College of Education participated in the validation process. In particular, faculty served as primary sources of data as well as documentors of student data.

Project personnel consisted of a director, project associate, graduate assistant, research associate and secretary. Two external consultants were used to assist with faculty and instructional development and one external evaluator monitored project activities.

PROJECT DESCRIPTION

Four questions guided project operations: (1) What is Grambling presently doing in its teacher education program that improves student performance? (2) How is this program of action different from what Grambling did in the past? (3) How does Grambling's new program differ from that of other institutions with similar problems? and (4) What are the planned and unplanned outcomes of Grambling's change program?

To answer these four questions the Project employed a variety of data collection methods. These methods included a synthesis of college records and literature, student and faculty interviews, documentation of replicated faculty and instructional development activities, and comparative analyses of Grambling's program with the programs of several other similar institutions. Finally, cross-validation of project findings was facilitated through planned internal and external evaluation activities.

Project guide questions required an intense review and analysis of the actual teacher training model beginning with its objectives. The resulting analysis with implications for the questions asked of the model follows.

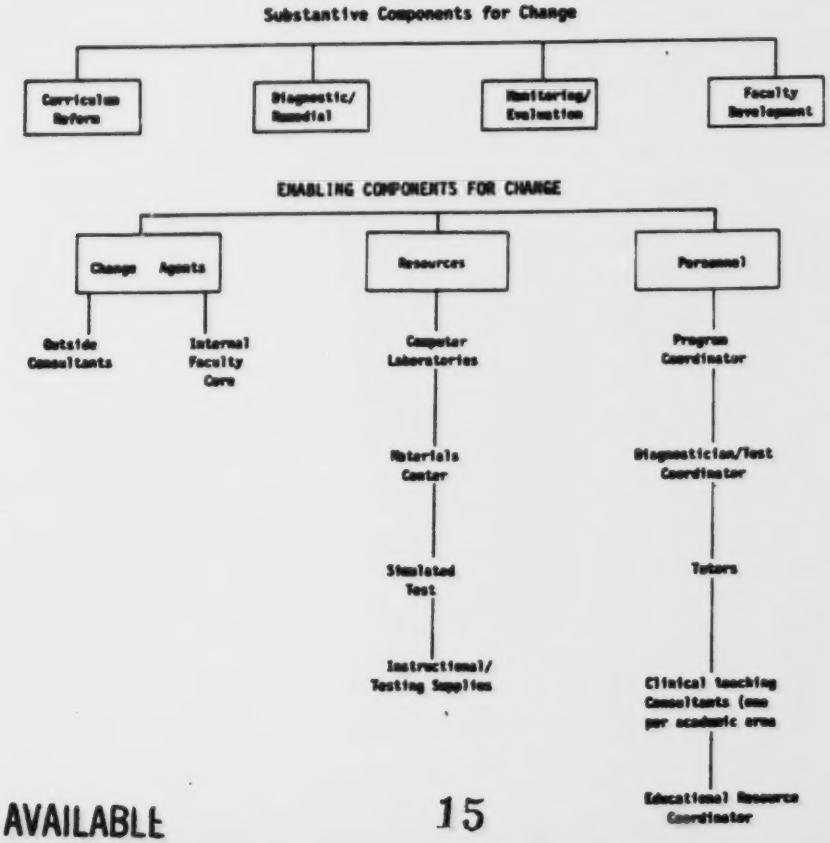
Grambling's Change Objectives

Grambling's continually evolving data base surfaced in 1980 five substantive program areas for change: student assessment, faculty development, curriculum reform, instructional development, and program monitoring and evaluation. Identified objectives included: (a) a teacher training program that reflected consideration for competence areas on the NTE; (b) training standards which fostered the appropriate instructional and interpersonal competence of teachers; (c) a diagnostic/prescriptive approach to remediating deficiencies in classroom and competency testing performance; (d) a support system for education faculty and students to enhance training: (e) faculty development in organizing and synchronizing instruction for improving NTE scores.

Major Components of Grambling's Change Model

Figure 1 depicts both the substantive and enabling program components of Grambling's model. An explanation of each component follows. Each component description begins with the critical question Grambling asked to guide program validation.

Figure 1
Substantive and Enabling Components of Grambling's Teacher Training Improvement Strategy



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Substantive Components

Diagnostic/Remedial Program: What did the COE do to promote competence levels for promising preprofessionals who failed to meet required standards on assessment tests? The COE designed and implemented a diagnostic-prescriptive program to enhance student performance in areas of demonstrated need. Certain standardized and COE designed tests were administerd to students beginning with admission to the College and at check points in the program. These data were translated into diagnostic profiles for each candidate. Students whose profiles indicated weaknesses were counseled by department heads, screening committees, and advisors then encouraged to seek remediation services from the COE specifically or the University in general. Services now offered by the COE include special computerized learning modules, tutorial sessions, and special courses. Specific milestone enabling activities included:

1. **Clarifying and establishing competency requirements in reading and oral/written communication as entry criteria for majors**
2. **Identifying/developing assessment instruments**
3. **Establishing critical scores for diagnostic tests**
4. **Conducting student assessment: basic skills, professional knowledge, test sophistication**
5. **Developing student profiles**
6. **Developing student prescriptions**
7. **Implementing newly developed learning experiences**

Curriculum Reform: What courses and other experiences contributed to teacher effectiveness in the classroom and success on competence measures as well? This question sparked analysis of existing curriculum in light of research on teaching, competencies required on measures such as the NTE, and competencies considered essential by the faculty; it subsequently led to the revamping of that curriculum. The COE established a systematic observation/participation program requiring a minimum of 100 clock hours of practical experiences in multicultural classroom settings prior to student teaching; formed special NTE study groups for students; installed the Education Resource Center to extend students' academic skills, to train students in the use of educational technology (including computers, and to assist students in the development of skills prerequisite to success in course work and in the profession; and installed a professional seminar for all teaching majors which required mastery of identified professional competencies. The following milestone enabling activities

provided for successful completion of the curriculum reform objective.

1. **Conducting Competency Assessment**
   - **°Generic Teaching Competency (Those identified by faculty)**
   - **°Standard Competency Measures**
2. **Conducting Curriculum Assessment**
   - **°General Education (Basic Skills)**
   - **°Professional Education**
3. **Setting goals and objectives**
4. **Apportioning competencies to courses**
5. **Redesigning courses**
6. **Designing new courses, student development (Personal & professional activities)**
7. **Re-sequencing training experiences**

Faculty Development: What experiences did faculty members need to enhance their knowledge, skills and effectiveness? Grambling conducted continuously workshops for faculty to (1) increase knowledge of student competencies required for successful performance on NTE; (2) promote skill in designing course syllabi and learning experiences which promote NTE competencies; (3) assist in designing NTE similar tests for specific courses: (4) analyze student's NTE performance; (5) promote computer literacy; and (6) increase faculty unity and identification with common goals. More specifically, the following themes were addressed:

Faculty Development Themes

1. **Faculty needs assessment and identification of common goals**
2. **Curriculum assessment and reform**
3. **Student performance measures and outcomes**
4. **Diagnostic/remedial strategies**
5. **Monitoring and evaluation processes**
6. **Student advisement**
7. **Organizational planning**

Monitoring System: What did Grambling want a prosepective teacher to "look like" at varying stages in his or her professional development? The COE identified particular characteristics desirable at key points in the development of a professional. These were formalized as a monitoring system requiring specially designed admissions forms at designated check-points. The system includes evaluation of each student's written and oral communication skills, evidence of commitment to the profession, and personal traits deemed suitable for professionals. Students must apply and be approved for admission to (1) the COE; (2) a degree program (with a minimum GPA of 2.5, acceptable ACE, English and reading scores, and evidence of taking the NTE General

Knowledge and Communication Skills Modules); (3) advanced standing with no academic deficiencies, Minimum GPA of 2.5, and minimum grade of "C" in any English, professional or specialized academic course); (4) advanced methods or clinical work (with all prerequisite courses, and commitment to take NTE Professional Knowledge Module); (5) student teaching (with appropriate GPA, commitment to take NTE Specialized Test, minimum observation-participation hours, and prerequisite courses); and (6) graduation (with minimum GPA of 2.5 and completion of all required work). Steps to realize the system were:

1. **Developing and implementing higher admission and performance standards**
2. **Developing and installing a monitoring system**
3. **Implementing monitoring and evaluation processes (student performance, instruction, program)**

Enabling Components and Key Program Features

Change Agent-Outside Consultants: Who helped Grambling in areas of organizational and program development where institutional talent was limited. One long-term and many short-term external consultants worked closely with the COE throughout the developing years of the improvement program. Consultants worked with individuals and groups of administrators/faculty members in education and across the campus. Consultants served in a variety of roles: including staff advisors, planners, evaluators, academic interventionists for students, arbitrators, and public relations experts. Consulting tasks comprised the following:

1. **Assessing and evaluating the change environment**
2. **Developing an environment for change**
3. **Providing long-term assistance and monitoring**

Change Agents-Faculty Core. Was there a group of faculty members in education willing to accept responsibility for leadership in planning and implementing change? Faculty members demonstrating certain talents were matched to corresponding tasks. The COE's existing human resources included: several writers, a program developer, several curriculum resource specialists, many historians and critics, a documentor-evaluator, and several self-trained academic politicians. Depending upon the day-to-day problems confronting the College, these functions and positions shifted and some people had to wear more than one hat. This faculty core of change agents gave leadership to the following activities: planning for change, conducting faculty development sessions,

securing external funds for the College, monitoring and evaluating the change process, presenting the program model and outcomes at National meetings, piloting new ideas and instructional materials, conducting research, coordinating the data base for change, and providing external technical assistance on a consultant basis upon request.

Resource Development: How did the COE achieve its goal with a "barebones" budget and inadequate teaching supplies and support services? With a small writing team, the Dean produced several funded proposals which dramatically improved the College's resource picture: new instructional equipment, more consumable instructional supplies and materials, and varied practice test materials.

The idea of a pre-professional accountability laboratory was developed into a multi-unit Education Resource Center (ERC) offering faculty/student support services. Five classrooms were remodeled into laboratories for computer assisted instruction, tutoring, media, materials development, and teaching resources (aids and print materials). The ERC supported the multiplication of remediation efforts, the creative development of new instructional materials and the enhancement of faculty/student skills. The key activities which facilitated resource development were:

1. **Selling ownership in change**
   - **°College of Education**
   - **°University-wide**
2. **Organizing existing human resources and acquiring new personnel where needed**
3. **Generating external funds to support change**
4. **Developing the Education Resource Center**
5. **Designing and developing testing materials**
6. **Creating a network for securing technical assistance**

Personnel. Were additional personnel needed to implement the new teacher training program? If so, in what areas? Initially, the program improvement strategy was largely implemented by COE faculty members who either assumed new positions or simply had new responsibilities added to their existing job descriptions, including coordinator positions for the program's ERC and diagnostic assessment component. Tutoring was provided by graduate assistants and faculty volunteers from across the campus. Clinical teaching consultant positions were filled with new personnel. These persons taught special student accountability classes (remedial emphasis) an provided academic counseling services in the ERC. With the availability of funds, the COE funded two additional positions: ERC Director and Coordiantor of Diagnostic and Tutorial Services.

Special Support Activities

Building A Data Base for Change

Grambling's College of Education also sought through its own research activities to build a data base for change. Assessment of the research thrust indicates that it was critical to the positive outcomes of the College's improvement efforts in all areas. Since then it has evolved into a self-perpetuating data base, keeping the College current and literate about changes in student performance. Research studies initiated in 1980 were a natural extension of a few earlier studies conducted by different people at the University. What did the research findings reveal about Grambling's teacher education majors? Basically and generally the findings confirmed that intervention strategies prior to 1980 (mainly the short-term study sessions and the NTE awareness course) were effective. Summative statements from investigative findings only are presented next.

- **°No significant positive relationship was found between the ACT and NTE scores of preservice teachers.**
- **°Generally, preservice teachers felt that all students should be required to take more tests and should learn to appreciate the improtance of tests.**
- **°Preservice teachers seldom completed standardized tests, (including the NTE), in the time allotted by testing regulations.**
- **°Preservice teachers who took the NTE at or after graduation felt they had forgotten the humanities and history information taught during their freshman and sophomore years.**
- **°Except for 1978, between 1976 to 1980 preservice teachers scored lower on the professional education portion of the NTE Commons Examination than they did in any other area.**
- **°Faculty-developed tests and classroom activities prior to 1982 conditioned students to use and reinforced their use of lower order thinking skills; the NTE frequently required more complex levels of thinking.**
- **ᵇFew if any faculty-developed tests prior to 1982 contained test items in the format of items on the NTE.**

Influencing Acceptance of Expanded Roles and Responsibilities

Prompted by research findings, faculty members in the College of Education discovered they could no longer afford a stringent division of labor and fragmented treatment of students. They had to assume some responsibility for remediation and they had to incorporate basic skills curriculum (especially reading and communicative

skills) into professional academic offerings. In other words, education faculty members had to seek to have impact upon the total education of preservice teachers. Traditional fragmentation of the training program would continue to leave the College's fate to much to chance. Heretofore this was an obscure dimension of excellence, a different challenge from what was first perceived by faculty members. Faculty roles and responsibilities would have to be redefined to address all observed deficiencies and to demonstrate meaningful acceptance of the challenge of excellence.

Evidence also supported the notion of an agressive marketing campaign to sell ownership in the problem of student performance. To the extent that faculty members outside the college could be influenced to act upon their own program weaknesses, returning the future to a more equitable workload for teacher training was probable. Until then, several enabling objectives for influencing faculty acceptance demanded attention. The College of Education had to:

1. Identify new roles for faculty members (i.e., who had training in math, English, etc.?).
2. Help the faculty to understand the nature of their new roles and responsibilities (i.e., basic skills plus professional education).
3. Guide the faculty in successfully assuming new roles and responsibilities (i.e., revising courses, remediating students, curriculum development).

Setting New Academic Standards for Student Performance

That students lack ability to perform adequately was never the belief of faculty members in the College of Education. That students were not challenged, did not have prerequisite skills, and lacked self-confidence was the belief by most faculty members. Among the supporting observations of faculty members are these shared perception. about student performance:

> "Students are not coming to classes as they should; and, if they come they are usually late."
>
> *****
>
> "Our students don't become serious about their studies until their Junior and senior years. It's to late then."

"They find time to do everything else, but attend special study sessions. And since they know they're not required to take the test awareness course they will not register for it."

*****

"When our students come from general studies they bring A's and B's, but their classroom performance does not validate these grades. Many of them cannot read or write a decent sentence. We allow them into our advanced course, but how can we expect them to perform at an advanced level, when they can't do the basics?"

From this perspective, college administrators and the faculty defined the problem of student performance as the college's falure to set appropriate academic standards consistent with emerging needs, to enforce those which already existed, and to abolish standards rendered inappropriate by time and change. Further they contended, if in the future new standards were not set and enforced, students would continue to perform below acceptable levels.

What actions did the College take? A simplistic response is that it set some new academic standards and devised a monitoring system to enforce them. Doing this though was not a simplistic process. It required:

1. Studying existing university and college-level policies and seeking changes in those which failed to support acceptable academic performance (i.e., class attendance).

2. Observing the behavior of instructors in the conduct of classes (i.e., starting classes on time; keeping accurate attendance records) and reaching consensus on new behavior.
3. Diagnosing the basic skills needs of students upon their entry into teacher education, comparing findings with grades and curricula of other departments to determine the source of discrepancies and working with other units to increase their standards. (i.e., The College found that many students were unable to read at the 12th grade level but were being released from developmental studies because of insufficient personnel to handle the large number of student clients. The standard for passing reading was at the 8th grade level. Unfortunately, the readability level of the average college text is at the 12th and 13th grade levels.)
4. Setting new admission standards and procedures for entry into the College, a department, a program and certain key courses (explained in detail in Chapter VII).
5. Requiring students who were given conditional admission status to show evidence of having successfully met stipulated conditions (i.e., remediation experiences) prior to being fully admitted or moving to the next admission step.
6. Installing NTE-like departmental examinations and requiring students to take components of the actual examination at specified points in their academic careers.
7. Increasing the writing and thinking requirements of courses.

Newly developed standards were gradually incorporated into college operations. Students were introduced to these new standards, related requirements and revised procedures each academic term as changes were made.

Faculty and students were given advanced notice of the dates new requirements were to become effective, thus providing time for practice and preparation. To no one's surprise, with the formalization of each new requirement, the College had to engage in "show and tell" exercises: SHOW students and faculty they could not get around meeting requirements and TELL them again the requirements they failed to meet.

A significant observation about the implementation of new standards for students is this. Every new standard and set of actions for students meant reciprocal standards and actions (equal to or more demanding than those required of students) for faculty members and administrators. For example, the new admission standards required faculty advisors to keep more accurate records, to have increased contact with advisees and to evaluate records in greater depth than they had in the past. It also meant learning a multi-step, cumbersome procedure (prior to its refinement), and explaining this procedure to students.

It took faculty members quite a while to adjust to these new demands on their time. Remonstrative complaints from some of them, followed by avoidance behavior, led to a crises in advisement that threatened to block goal achievement. Student development focusing on advisement, refinement of the admissions process and subsequent reorganization of the College deflected the block.

PREPARING THE CHANGE ENVIRONMENT

Environment is both a determinant and a target of change. At least Grambling envisioned it as such. Hence the deduction: if the environment improves, then instruction will improve; and, if instruction improves, then student performance will improve. However, a plethora of definitions for environment existed within the College. Understanding these definitions is requisite to understanding the College's actions to prepare the environment for change.

the same period. With a small writing team, the Dean produced several funded proposals which dramatically altered the College's resource picture. Five copiers, 10 computers, video taping equipment, a heavy-duty binder and, at least ten memory writers were added to the equipment inventory. In addition to these increased holdings, the amount of consumable supplies for the education faculty increased.

The idea of a pre-professional accountability laboratory was developed into a multi unit resource center to meet the need for support services to faculty and students. Five classrooms were remodeled to house the Center's computer laboratory, tutorial laboratory, media laboratory, materials development laboratory, and teaching resource center for aids and print materials. Like the acquisition of new equipment, the Center's development advanced because of external funds.

While the provision of numerous support services never fully satisfied all faculty members (it seems that a few always found something to complain about), it was an additional stimulus for change. Clearly, new support services influenced the multiplication of remediation efforts, the creative development of new instructional materials and the enhancement of faculty skills. Subsequently, as the substance and structure of learning resources changed, so did the behavior of students.

Improving the Advisory System

Unlike situations at many other institutions, most faculty members in the College of Education at Grambling were responsible for advising undergraduate students. Besides helping students to plan programs of study upon entry into the College, they signed students' registration forms, documented students' academic progress, recommended students for admission, performed academic

counseling and validated students' readiness for graduation. Except for implementing new admission procedures, these responsibilities remained the same after 1980.

HOW advisement responsibilities were discharged beginning in 1981, however, is a key difference worthy of sharing. Changes in advisory operations included:

1. Identifying prospective education majors and initiating advisement during the second semester of their freshman year. Previously majors were not identified nor was advisement in education begun until students' junior year. Early identification and early advisement were steps designed to: (a) give students more accurate information earlier in their academic careers; (b) reduce the chances of advisement leading to ill-planned programs for students' (c) facilitate identification of students' academic deficiencies earlier thereby affording the College more time for remediation; and (d) keep advisors abreast of students' total training experiences.
2. Increasing collaboration among College of Education, College of Liberal Arts and College of Science and Technology faculties in the advisement of students. Except for students taking developmental courses in the College of Basic Studies, second semester freshmen, in the past and at present, are formally enrolled in either the College of Liberal Arts or the College of Science and Technology. They remain in these two colleges for advisement until the completion of 60 semester hours. Changes dictated that if a second semester freshman declared a major in education and registered for the course Introduction to Teaching, a temporary advisor in education also had to be assigned to the student. These two advisors (experts in their own areas) were expected to

collaborate on advisement and the planning of an appropriate program for the student.

3. Increasing the monitoring of student progress. Explained in detail in Chapter VII.
4. Keeping more complete records on students. Historically each advisor kept a curriculum sheet showing grades for completed courses and transcripts. Contemporary records also included: admission forms to the College, to the degree granting department, and to advanced level courses; college and departmental test data; and applications for admission to student teaching. It was envisioned that, from these records, an advisor could quickly retrieve students' demographic data, standardized test cores (including scores from NTE components), reading levels, grades, remediation experiences, and number of completed hours in early observation participation teaching experiences.
5. Providing more support to advisors and students through the development of the Office of Student Development and Academic Services. This office was developed to assist advisors by: (a) directing students desirous of majoring in education to appropriate departments, (b) providing initial advisement services to new students, (c) helping advisors to secure student records, (d) validating the work of advisors, (e) coordinating informational services to advisors and students, and (f) guiding faculty toward solutions to advisement problems.
6. Putting student data on computer. Such technological support, it was believed would make it possible for faculty to access student information more quickly, as well as allowing faculty to conduct comparative studies of student performance. Additionally, required reports would be easier to make.

Many positive rewards toward achieving excellence in teacher education occurred from these changes. Chief among them, however, was that the attitudes of students toward advisors, and vice versa, took a turn for the better: student-faculty dialogue and interaction increased and more faculty members began making themselves available beyond regular office ours to advise students. Nonetheless, the system was not without its imperfections. Refinement of the system continues, even today.

Budget

The Teacher Education Project received total fiscal support in the amount of $65,700. The Fund for the Improvement of Postsecondary Education contributed $35,490. Grambling State University contributed the remaining $47,200 in release time for personnel.

Project Results

Answers to the four key questions which propelled The Teacher Education Improvement Project into action (What is Grambling presently doing in its teacher education program that improves student performance? How is this progrm of action different from what Grambling did in the past? How does Grambling's new program differ from that of other institutions with similar problems? and What are the planned and unplanned outcomes of Grambling's change program?) will close out this report an integrated summary of the answers follows.

The Impact of Grambling's Model on Its Teacher Training Program

Before	After
A. Organizational Variables	**A. Organizational Changes**
1. **Two Departments.** Teacher Education and Health, Physical Education and Recreation.	1. Installed three departments: Teacher Education; Health, Physical Education and Recreation; and Educational Leadership and Habilitative Services.
2. **Traditional Program Units.** Administration, Instruction, and Student Teaching.	2. Restructured and expanded traditional program units by adding early observation/ participation experiences, student services office, Educational Resource Center, including tutorial services.
3. **Expectations for Organizational Units.** Mission of the College was obsolete leading to indefinite goals and behavior.	3. Made definite expectations for organizational units through the development and making public of relevant goals and objectives annually. Yearly evaluations of each unit's accomplishments fostered accountability
4. **Responsibility for Teacher Education.** The perception university-wide was that the COE had total responsibility for improving teacher education; that only improvements in professional education were necessary.	4. Redefined university responsibility and accountability to teacher education majors with specific emphasis on achieving new standards set in general knowledge areas and instruction and advisement by support colleges.
B. Curriculum Changes	**B. Curriculum Changes**
1. **Theoretical/Philosophical Base.** Ridgidly perceived lines of demarcation in responsibilities that COE and support units have to teaching majors.	1. Sought COE impact upon the total education of preservice teachers, including supervising and assisting in developing their competency in the basic skills areas. Traditional fragmentation of teacher training left too much to chance until support units could be made accountable. The new philosophy also addressed the following: •Definition of a competent teacher and teaching •Cognitive/affective needs of teachers.

2. **Diagnostic/Remedial Services.** Left to university-wide Developmental/ Counseling/Testing Program.	2. Implemented a diagnostic/remediation component within COE that provides student profiles, academic monitoring systems, accountability courses, tutorials and opportunities for student-initiated assistance. This component allows the College to take a preventive rather than reactive approach to remediation and facilitates successful exit from the program.
3. **Clinical Experiences and Field Training.** Primarily student teaching with less than desirable opportunities for early field experiences. There was little relationship between instructional program and clinical program.	3. Designed and implemented early observation/ participation program beginning in the freshman year. Observation requirements also were attached to critical courses through the senior year. Student teaching seminars were redesigned to incorporate special NTE and testwiseness content.
4. **Requirements in General and Professional Knowledge.** Existing requirements closely adhered to state requirements for content but greatly exceeded the State in hourly requirements, implying that more of the same would improve performance.	4. Altered course requirements in general and professional knowledge by adding, deleting and redesigning courses. °Changed emphasis in part of the English sequence to place more emphasis on writing °Changed course requirements to include second phase of U.S. history, and to give more emphasis to humanities and world civilization. Moved to a higher level of math (college algebra) for all programs °Changed the focus of science to include botany and zoology and a physical science instead of just general science--same 12 hours just changed nature of requirements. °Installed a general education seminar and greater accountability for the mastery of general education content. °Designed and installed Ed. 162 (Foundations and exploration of teaching as a potential career) for freshmen students °Added junior level course: Philosophical and Sociological Foundations of education (reinforcement observation/participation experiences)

C. Changes in People

1. Faculty

a) **Skill Development.** Faculty members demonstrated a need to enhance their skills in several areas toward improving the teacher training program.

b) **Attitudes.** Faculty members communicated low expectations for student performance, seemed unsure of students' potential for success, felt defeated about preparing students for teacher competency tests, blamed everyone but themselves for students poor performance, and discouraged students to take teacher tests.

c) **Instruction.** Faculty members' course syllabi showed little consideration for basic skills and NTE content. Nor did they have thorough knowldge of what their colleagues in the COE were teaching or of how their instruction related to that of their colleagues. They administered poorly constructed teacher-made tests which reflected a lack of attention to NTE content in instruction and NTE test item formats. Further, they were aware of student deficiencies, but failed to implement a referral system or services to remediate and correct the problem.

C. Changes in People

1. Faculty

a) Gained additional skills in test construction, advisement, utilizing instructional resources, individualizing instruction, revising course syllabi, peer evaluation, and analyzing and giving feedback about student performance data through faculty development activities.

b) Became more positive about themselves and the program in general as a result of successful student performance on the NTE and faculty development sessions. They worked together to identify and agree upon higher performance goals for students to take the NTE and expected them to do well. Faculty members stopped complaining about what other colleges had not done properly to train and advise students, but rather began working with their colleagues across campus.

c) Participated in the apportionment of competencies to various courses where they discovered redundancy in the teaching of some concepts and instructional gaps in others as implemented by them and their colleagues. They accepted responsibility for training toward newly assigned NTE generic skills competencies. Relatedly, they rewrote course syllabi to reflect both curriculum changes and the format of NTE test items. Faculty members also began to take advantage of the COE's Education Resource Center through frequent student referrals to these resources.

d) **Advisement.** Traditional advisement by the COE began with the students' junior year and focused largely upon the professional education sequence, recording grades, approving course schedules and recommending students for student teaching and graduation. There was no accountability for advisement.

d) Installed a new multi-phased student advisement system. Faculty advisement responsibilities increased to include monitoring student progress beginning with the second semester of a student's freshman year. At various checkpoints in the system (entry to COE, the Department, advanced standing, advanced methods, student teaching and graduation), advisors are required to check and approve the student's advancement to the next step, building into the system needed accountability. Secondary Education majors are co-advised by basic skills or arts and sciences and education faculty.

2. Students

a) **Academic Standards.** In 1980 students were admitted to the teacher education with a minimum of 60 semester hours, a minimum GPA of 2.2 with no less than a grade of "C" in the English and professional sequences. They were required to have a 2.3 GPA for entry into student teaching and a 2.5 to graduate.

2. Students

a) Initiated new standards in 1980 which evolved over a six-year period to their present level as summarized here.
   - °A minimum 2.0 GPA for entry into the COE with passing scores on the COE Basic Skills tests.
   - °A minimum of 100 clock hours in early field-based experiences prior to student teaching
   - °Successful passing of NTE's Core Battery by the end of the junior year and the complete examination prior to graduation.
   - °A minimum GPA of 2.5 for entry into teacher education, advanced standing, advanced methods, student teaching and to graduate.
   - °Throughout their studies students are required to pass pre/post departmental subject matter and general knowledge tests and a comprehensive examination prior to graduation.

b) **Academic Performance.** Large numbers of students entered the College reading below the 12th grade level and few students were found to be writing at the College level. Mathematics percentile scores echoed reading and writing score data. The mean composite ACT score for GSU was 11 and for the COE 10. Grambling had an average six percent passing rate on the NTE. Students seldom completed NTE in the time allotted. Except for 1978, between 1976 to 1980 students scored lower on the professional education portion of the NTE than they did in any other area. Entry level GPA's ranged from 1.5 to 4.0 with a large percentage at the lower end.

b) Increased COE admission standards, remediation, increased course requirements, and other program improvements contributed to increasing students' reading, writing, and general academic performance above the 12th grade level. NTE performance increased to an average 86% pass rate and students now score lowest on the NTE in mathematics. Entry level GPA's have increased to an average of 2.75. Students with less than a 2.5 are no longer admitted to the program.

- °Because of improved reading skills, most students began completing the entire test or scoring well enough to qualify for certification
- °Testing sophistication has improved
- °Students have increased the time they devote to studying and utilizing COE academic support services

c) **Attitudes.** Many students were unmotivated, had poor study habits, entered teaching as a last resort or because they lacked specific career goals. Additionally, they held few, if any, performance standards for themselves and frequently failed to attend classes. They demonstrated little respect for instructors and instruction.

c) Implemented higher performance standards for college and program admissions and coursework effected more positive student attitudes. Student motivation for getting into teaching, respect for the program and instructors changed. They began to set higher performance standards for themselves and assumed a more professional attitude in both behavior and dress. Class attendance increased. Students began to depend less on themselves and more on faculty for advisement and counseling. This led students to taking an improved sequence of courses.

d) **Acceptance of Professional Responsibility.** Students were admitted to the COE at the beginning of their junior year and seldom explored or showed interest in the profession prior to that time.

d) Earlier acceptance of professional responsibility. Following program improvement efforts and evidence of peers passing the NTE, students were motivated to join COE student organizations and to inquire about COE admissions prior to the time for applying. Because the introductory course to teaching was installed at the freshman level, students began to explore and show interest in teaching earlier in their academic careers. Students began studying for and taking the NTE earlier without prompting from faculty and administrators.

D. Resources

1. **Data Base.** Prior to 1980 the COE did not have an organized data base on student of faculty performance and failed to use the data which were available. Research activities were scattered and highly personal. Similarly, program evaluation data were almost nonexistent.

D. Resources

1. Developed and used a comprehensive data base. In 1980 a systematic research program focusing on students, faculty, curriculum, instruction, and advisement was implemented. This data base facilitated program improvement and helped to influence faculty ownership in the student performance problem.

2. **Dissemination of Information.** Memorandums, faculty meetings and limited scholarly presentations at local, regional and national meetings by a few faculty members were the primary modes of disseminating information. Faculty development workshops in the COE were minimal. Information to students was largely communicated through advisory conference and bulletin boards. Dissemination audiences on campus mainly involved those in the COE.

2. Expanded the COE's dissemination of information via written reports, university-wi meetings and workshops, and hosting regional and national conferences. The content of this information included student performance data, NTE training materials, research based instructional techniques, and research on teacher education. Additionally, the College initiated, and published, on a semester basis a COE newsletter for national audiences.

3. **Equipment.** The COE owned one copier, one ditto machine, one small binder, one 16mm projector, two working overhead projectors and no computers.	3. Acquired four copiers, 12 computers, video taping equipment, a heavy duty binder, and ten memorywriters through external funds and university support. Additionally, the amount of consumable supplies for COE faculty increased significantly.
4. **COE Student Faculty Support Services.** The COE operated a small one-room curriculum resource room of mainly print materials and teacher aids.	4. Developed 5 classrooms into an Education Resource Center (ERC), with five laboratories (computer, tutorial, media, materials development and teaching resource). The ERC also provided for diagnostic services, and the completion of student/faculty contracts. Simulated model classrooms (Grades K-12) were developed and furnished for demonstrations and student practice.
5. **External Consultants.** THe COE used short term consultants for special meetings and conferences.	5. Hired short and long-term consultants to provide a systematic program of faculty and organizational development for reforming the College. These consultants worked with faculty and students in small and large work groups.

GRAMBLING STATE UNIVERSITY
COLLEGE OF EDUCATION
NATIONAL INSTITUTE ON TEACHER EDUCATION
MAY 25-28, 1986

EXPLORING THE ISSUES

and

CHARTING THE FUTURE

What these outcomes show is that Grambling's strategy was effective for Grambling. They show further that Grambling was successful in achieving its major goal: to improve consistently the academic performance of students to a point of being able to claim excellence in teacher education.

Despite performance being the primary target of reform efforts, Grambling obviously looked beyond this variable in measuring effectiveness and success. The attitudes of faculty and students and changes in the capacity of the College organization to effect positive outcomes also were taken into consideration. In essence, the improvement strategy was evaluated for its comprehensive impact. The data attest to the comprehensiveness of both the strategy employed and the pervasiveness of its effects.

It is believed that Grambling's strategy was effective and successful for a variety of reasons. Chiefly, however, the reasons are:

- °The unique support and cooperation of central administration and other academic support units across campus.
- °The renaming of the entire teacher education program.
- °The maverick-like approach of the Dean and a small leadership team.
- °The philosophical base on which the program was built and the ability to get faculty to buy-in to this philosophy.
- °The technical assistance provided by the long-term consultant which constantly focused upon developing and maintaining a healthy organization.
- °The College's success in acquiring resources.
- °Leadership which changed the College from a closed to an open system, ultimately, making it possible to induce new ideas and information.
- °A desire on the part of leadership and a critical mass of people to be "winners"--to have a quality teacher education program.

Lessons Learned

Do the ends always justify and subordinate the means? Is there something of value to be learned from the means? Faculty members and administrators at Grambling are interested in more than just the outcomes of their six-year effort to achieve excellence in teacher education. Ends alone do not always justify the means. Insensitivity to the means leaves potentially successful outcomes too much to chance, subordinates human well-being to materialism, and increases the temptation to ignore, rather than to eliminate, obstacles to excellence.

To be successful, reformers must learn from their experiences. Scrutinizing the means of a reform effort provides more opportunities for acquiring such learnings than looking only at the ends. The College of Education questioned and studied both the processes and delivery systems continuously as it planned and implemented its innovations. For the first three of the past six years, the College was actually engaged in program development and field testing of what it thought would lead to excellence. Year four was a year of refinement, and years five and six have been years for validation, institutionalization and even further "fine-tuning." Many lessons were learned as a result of these analyses. By dividing the College's work into yearly functions, an organizational schema for presenting the lessons learned from successes and failures naturally evolved. These lessons are presented below.

PROGRAM DEVELOPMENT

1. There had to be four levels of objectives: university, college, department and individual. The objectives had to be related, made public, and monitored.
2. There had to be four levels of work carried on by each individual: for the University, for the College, for the Department, for self.

3. Everyone could not work on everything at the same time, still effective goal-directed work transcended titles, job descriptions and organizational charts. People had to be deployed to work in areas where they were needed and could make a contribution and where they and demonstrated skill and expertise. The organization had to be kept functional by fluid at all times.
4. The University President, Vice President for Academic Affairs and the whole central administrative team had to be involved in and committed to the College's educational reform movement early in the process to motivate the support of significant others.
5. Creative thinking and planning by the faculty were facilitated best by retreats (long or short) away from the every day work scene.
6. Tradition, personal goals and lack of professionalintegrity, established policies, lack of adequate funding, fear of the unknown and not knowing, and burnout were the most significant obstacles to the improvement process.
7. Mistakes could not be retrieved so time could not be wasted on them; this time was better spent anticipating and preparing to deal with the consequences of mistakes.
8. Receptivity to new standards for student performance increased when they reflected the mutual identification and consensus of the faculty with consideration for university, state and national measures along with each faculty member's personal set of performance criteria.
9. People acted more quickly on the basis of concrete data which had direct implications for their past and future personal and professional behavior. Faculty members in the College of Education and across campus, as well as students, seemed more willing to change their

behavior when they saw their performance outcomes in specific academic areas.

10. Frequent "where are we meetings" which focused on a previously written plan of action minimized procrastination, kept everyone informed, surfaced emergent problems and facilitated the anticipation of future problems.
11. When faced with any change situation resembling an attack on personal integrity and academic ability, faculty members either withdrew or worked harder, but they always needed some form of socio-pscyhological guidance geared toward the development and maintenance of positive self-concepts.
12. Admission, monitoring, retention and exit criteria had be established, made public, revised as required and reviewed over and over again.
13. Program innovations, i.e., remediation strategies, had to reflect consideration for the other academic commitments of students not just the College of Education. Heaping too many traditional responsibilities upon students tended to be self-defeating.
14. Optimum mileage from academic support systems was best achieved when such systems were given guidance by the College of Education in providing for the specific needs of the teaching majors.
15. Remediation activities had to involve more than faculty in the College of Education. They necessarily required the expertise of faculty in other colleges. This involvement fostered further ownership in the problem and promoted a more cooperative working relationship among different campus units.
16. Students must be constantly apprised of the College's goals, successes and changes. Special information sessions which bring all students

together periodically during a semester greatly facilitate the exchange of such information.

17. Students and faculty need time to practice the new behaviors expected of them without penalties. Curriculum, instruction, and policy changes were followed much better when announced a minimum of one academic term prior to expectations for their formal implementation.

18. Clerical staff, graduate assistants and student workers complete a number of tasks associated with program development. At appropriate points in the process, these persons have to be involved in information sessions which explain the college's goals, their goals and responsibilities, and acceptable standards for their performance.

19. When there are no incentives for developing quality programs, administrators must give some. For example:

Faculty Incentives	Student Incentives
-Shared decision-making responsibilities -Shared opportunities to serve as paid consultants -Recognition in the College Newsletter and on the campus radio station -Summer employment through grants -Allowing faculty to share ideas in open forums	-Certificates of achievement -Recognition in College Newsletter, campus paper, and on campus radio

20. Incentives must also be given in the recruitment of academically talented students.

PROGRAM REFINEMENT

1. Program reviews which encompassed component processes and achievements first, and the total program and related achievements second (a part-to-whole approach), tended to help people keep sight of the ultimate goal and the activities for achieving it.

2. At the point the program was to be refined, faculty and administrators tended to tire. Over and underdoses of compliments on jobs well-done led to slippage, interim organizational inertia, and the temptation to rest on known successes--to relax while winning.
3. Historical records of change activities were invaluable resources for identifying areas for program refinement.
4. Mechanisms to maintain practices and processes the College wanted to institutionalize had to be developed and put into place early in the reform effort.
5. Just as maintenance mechanisms were developed to keep faculty members working toward goal achievement, similar mechanisms had to be put into place for students.
6. A major goal of refinement was improvement of the newly installed program. A primary means of realizing improvement was replacing ill working parts. Management had to replace people, processes, ideas and materials, but this action was made more palatable by giving reasons for these changes.
7. Pictures are indeed worth a thousand words. When steps in all new processes were flow-charted and faculty and students were taken through them several times, desired outcomes were more positive.

PROGRAM VALIDATION

1. Program validation provided answers to several key questions: (a) what did the College do; (b) how did the new program differ from the traditional program; (c) what were the planned and unplanned outcomes of program improvement efforts; and (d) what parts of the new program should the College institutionalize?
2. For validation to be effective, a variety of data collection methods were required: (a) a synthesis of college records and literature;

(b) student and faculty interviews; (c) documentation of replicated analyses of the College's program with the programs of several other similar institutions; and (e) cross-validation of findings through planned internal and external evaluation activities.

3. It was validation together with ongoing evaluation that confirmed what was believed to have been accomplished and supported images of credibility among observers internal and external to the University.

Institutionalization

Institutionalization must be just as planned, deliberate and organized as initial program development efforts; it must involve the same academic units that contribute to program innovations. And finally, it requires the generation of as much ownership in the problem--institutionalization--as was generated in program development stages. In theory, institutionalization should begin at the outset of a change project. Experience taught that this is not possible in every situation. Rather, the readiness of the organization and the innovation for institutionalization are the deciding factors for when to institutionalize.

Implications

This analysis of program outcomes and lessons learned has many implications for other institutions interested in improving their teacher education programs. Clearly, such an improvement endeavor will be a complex and multifaceted process fraught with stumbling blocks that must be removed. It will require a long-term commitment that focuses on people and program. People change and, in turn, people change programs with their new behaviors. Colleges of education cannot and should not try to do the job alone--the training of teachers is a university-wide responsibility. Nonetheless, colleges of education must provide the leadership to those who would cooperate and stimulate a spirit of cooperation

in those who resist. This leadership should begin with a strong dean building a critical mass of change agents--people who are willing to violate traditional norms for the sake of progress; who are hard-working and desirous of winning people who can stay alive and fully-functioning over time and not succumb to impediments and disappointments. Central administration must be in the forefront of those who must be involved and everyone must understand the relevant issues.

Unwritten norms such as making change information public, practicing freedom to learn, and reaching out for assistance, support program improvement efforts. So do multiple communication channels and a well developed accountability system for students and faculty.

Implied further is that a number of organizational development issues must be resolved if colleges of education are to be involved meaningfully in improving their teacher education programs. This suggests a final note worth mentioning. It deals with the one discovery Grambling made over and over again; adequate organizational health with the College of Education is the lifeblood of effective reform. Without it, things are bound to go awry. Highly skilled assistance is desirable in this area. When this expertise does not exist on campus, there should be no hesitancy in importing it from the outside. In fact, it is probably more desirable to secure this assistance from the outside.

Grambling went in search of excellence in teacher education. It took longer in coming than everyone would have liked, and it suprised all when it did come, but arrive it did. With it came the greatest lesson of all excellence is achieveable. The real challenge now is to minimize slippage and improve upon it.

Summary

The Teacher Education Improvement Project achieved all of its stated goals successfully. Additionally, it also provided for some unintended positive outcomes. As a result of documentation and validation activities Grambling was able to: (a) develop a detailed case study of its teacher-training model/program for dissemination; (b) respond to requests for information, technical assistance, visits and collaborative

projects from more than 35 institutions, (c) conduct a conference focusing on quality issues in teacher education (d) lay the groundwork for establishing a Teacher Education Improvement Consortium, (4) build relationships with institutions that desire to replicate Grambling's Model, (f) answer in systematic and detailed fashion those questions which led to the Project's initiation, (g) refine activities designed to improve the performance of students and faculty, and (h) complete institutionalization of the model.

More importantly, the Project supported the continued improvement of student performance on the NTE. Further, by sharing project findings with the entire University family, the feelings, perceptions and attitudes of faculty and students are more positive about themselves and tests. Finally, interaction and collaboration on teacher training between the College of Education and other colleges have increased.

In September 1986, three institutions began receiving long-term technical assistance from Grambling in the replication of Grambling's model. The institutions include Jackson State University, Alcorn University and Virginia State University.

APPENDIX A

DOCUMENTATION OF REQUESTS FOR INFORMATION/TECHNICAL ASSISTANCE

TEACHER EDUCATION IMPROVEMENT

REQUESTS FOR INFORMATION/ASSISTANCE BEGINNING FALL 1985

Office for the Advancement of Public Black Colleges Washington, D.C. Contact: N. Joyce Payne, Director	Request for information; Conference participation
Virginia State Council of Higher Education Hampton, Virginia Contact: Stephen J. Wright, Chair	Request for information
Department of Education Commonwealth of Virginia Richmond, Virginia Contact: Ms. Linda M. Bradley Coordinator of Approved Programs	Request for information
University of Alabama-Birmingham College of Education Contact: Dr. Barbara Lawhon, Professor	Request for information; site visit
College of St. Thomas Graduate Studies in Education and Community Services Contact: Dr. Jerrold D. Hopfengardner, Associate Dean	Request for information
Northern Arizona University Center for Excellence in Education Flagstaff, Arizona Contact: Dr. J. Lawerence Walkup President Emeritus Dr. Phillip Reed Rulon, Director Division of Research	Request for information
St. Mary's College of California School of Education Moraga, California Contact: Dr. Paul J. Burke, Dean	Request for information
Texas College Department of Education Tyler, Texas Contact: Dr. Jewell Hancock	Request for information

Educational Testing Service Northeast Field Office Princeton, New Jersey Contact: Dr. Thelma Spencer	Visitation; interview for journal article
Governor's Education Reform Commission-Alabama Montogomery, Alabama Contact: Dr. Paul Hubbard, Executive Director	Request for information; workshop
California State University Single Subject Credential Program School of Education Turlock, California Contact: Dr. Joseph J. Galbo, Coordinator	Request for information
Southwest Texas State University School of Education San Marcos, Texas Contact: Dr. Ed Seifert, Associate Dean	Request for information
Northeast Missouri State University College of Education, Science Division Kirksville, Missouri Contact: Dr. Donald A. Kangas Associate Professor	Request for information
Louisiana State University Department of Curriculum and Instruction Baton Rouge, Louisiana Contact: Dr. William B. Stanley, Assistant Chair	Visitation; information conferences
Southern University College of Education Baton Rouge, Louisiana Contact: Dr. Earnest Middleton, Dean	Visitation; informational workshop
Benedict College Department of Teacher Education Columbia, South Carolina Contact: Dr. William H. Knight	Request for information; technical assistance

Jackson State University School of Education Jackson, Mississippi Contact: Dr. Beatrice Mosley, Dean	Request for collaboration and technical assistance
Fayetteville State University Division of Education and Human Development Fayetteville, North Carolina	Request for collaboration and technical assistance
University of Arkansas at Pine Bluff Division of Teacher Education Pine Bluff, Arkansas Contact: Dr. George A. Antonelli, Dean	Request for collaboration and technical asssistance

P. O. Box 3061
La. Tech University
Ruston, LA 71272
February 7, 1986

Dr. Burnett Joiner, Dean
College of Education
Grambling State University
P. O. Box 607
Grambling, LA 71245

Dear Dr. Joiner:

The Teacher Education Area of Louisiana Tech University is attempting to improve our program of preparing future teachers to successfully undertake the National Teachers' Exam. We would be most grateful if you would respond to the following questions:

1. Do you have any special programs designed to prepare your students for the NTE? If so, please describe them.

2. Is there a curriculum requirement in your program pertaining to the NTE? If so, what is it?

3. Do you have special study sessions (mandatory or voluntary) for students planning to take the NTE? If so, please describe them.

4. Do you utilize seminars, consultants, or any other means not already described, to help prepare students for the NTE?

5. Have you any suggestions you might make to improve a program of this type?

6. Would you please share with us any outlines or other materials designed especially for NTE preparation which you use in your program?

7. Would you like for us to send you a copy of the results of this inquiry when we have tabulated the results?

Thank you in advance for your response to these questions. Please send your responses to the address at the top of this letter.

Sincerely,

Joy L. Lowe

Dr. Joy L. Lowe

UWEC University of Wisconsin-Eau Claire School of Education
Eau Claire, Wisconsin 54702-4004

March 19, 1986

Dean
School of Education
Grambling State University
Grambling, LA 71245

Dear Dean:

Your "Showcase for Excellence" award granted by AACTE has been brought to my attention. I would appreciate receiving a description of your teacher-education program so recognized.

Thank you very much.

Sincerely,

John E. Whooley

Dr. John E. Whooley
Associate Dean, School of Educ.

ca

Accepting the Challenge of Excellence

BEST COPY AVAILABLE

Texas Tech University

Vice President for Academic Affairs and Research
Lubbock, Texas 79409 / (806) 742-2184

March 17, 1986

Johnnie Mills
College of Education
Grambling University
P.O. Box 46
Grambling, LA 71245

Dear Mr. Mills:

I read about your FIPSE grant for 1985-86 in a local summary. Would you please send me information concerning your project? I would be happy to copy and return materials or to buy a final report when available.

Sincerely,

Virginia Sowell

Virginia Sowell, Ph.D.
Assistant Vice President
for Academic Affairs

VS/pf

ADELPHI UNIVERSITY

Founded 1896

Institute for Teaching and Education Studies

Garden City, New York 11530

February 21, 1986

Teacher Education Program
Grambling State University
Grambling, LA 71245

Gentlemen:

Congratulations on being designated a winner of the first annual "Showcase for Excellence" awards of the American Association of State Colleges and Universities.

We found the brief description of your program which was listed in The Chronicle of Higher Education very interesting. We would appreciate your sending us more detailed information about the program and its implementation.

Thanking you in advance for sending this to us.

Sincerely,

Pierre Woog, Ph.D.
Acting Dean

The University of Dayton

October 1, 1985

Dr. Burnett Joiner
Dean, College of Education
Grambling State University
Grambling, Louisiana 71245

Dear Dean Joiner:

I read with interest the announcement in the September 11 Chronicle of your "Showcase for Excellence Award" for the development of a program, including new curricula on stricter admission standards, to improve university students' performance on examinations for prospective teachers.

May I add my congratulations.

If you have available a description of the program, we would appreciate greatly receiving a copy.

Tnank you very much.

Sincerely,

Jerrold D. Hopfengardner, Ph.D.
Associate Dean

/srf

SCHOOL OF EDUCATION
300 College Park Dayton, Ohio 45469-0001

APPENDIX B

SUMMARY of NATIONAL CONFERENCE ACTIVITIES and LITERATURE

SUMMARY OF CONFERENCE ACTIVITIES

Interest in the National Institute on Teacher Education was high and inquiries were numerous. Despite the efforts to schedule the Institute at a time convenient to the intended clientele, however, exactly the opposite occurred. Administrative teams found themselves involved in closing out semesters, budgets, etc., during the scheduled institute dates. Consequently, the Institute, as originally announced, was postponed to a future, more convenient date. Because of intense interest and eagerness of some institutions to come to Grambling to learn of its teacher education program **ANYWAY**, the Institute staff decided to host a "scaled-down" model of the originally proposed Institute. This two-day invitational conference was offered to institutions with programs, clientele, and problems similar to those experienced by GSU at the onset of its teacher education improvement program. The following reports a summary of activities of the two-day conference, May 25-26, 1986, held at the Holiday Inn of Ruston.

The theme of the Conference was "Exploring the Issues and Charting the Future." Dr. Jack Gant, Past President of AACTE and Retired Dean of Education at Florida State University, was the consultant for the conference. The fifteen participants represented five different institutions: Kean College of New Jersey, Jackson State University, Southern University, Alcorn State University and Grambling State University.

The conference was organized around three major activities:

1. Sharing of program models, problems and needs.
2. Presentation of Grambling's model for improvement of teacher education.
3. Exploration of alternative solutions, ideas, and practices.

The sharing period revealed come common problems or concerns among participitatin institutions:

1. Perceived lack of support for the problem solution plans.
2. How to recruit to get critical masses
3. Putting the planned strategy into effect--moving from paper to practice.
4. Anger of faculty.
5. Need for stronger leadership among faculty members
6. Students slipping through cracks.
7. Unmotivated faculty
8. Controlling who and when students should take tests.
9. Impact of Legislation on Teacher Education or Teacher Training.
10. Determining what advice to give when students can't pass tests and what alternative paths are available to these students.

Three major observations were discernable during the sharing period: (1) Everyone collects data, but nothing appears to be happening with it after they reach the College of Education, (2) no indication of much curriculum revision was apparent. (3) everyone was aware of the problem and interested in finding a source to it.

Grambling's teacher education model was presented and shared as alternative solutions, ideas, and practices were discussed. Many questions guided the discussion during this phase of the conference.

The Needs Assessment form provided some idea of the areas of concern and areas in which each representative felt a need for technical assistance as they charted the course for the future of their teacher education programs. These included assistance in designing action plans for program improvement, consultant assistance in conducting seminars and workshops, assistance in designing student and program monitoring systems, assistance in designing programs for test-taking strategies and in designing appropriate tests, and assistance in improving teaching methods used by faculty.

Grambling State University
Grambling, Louisiana 71245

OFFICE OF THE DEAN
COLLEGE OF EDUCATION
P.O. BOX 46

(318) 274-2231
or 2251

April 9, 1986

Dear _____:

The storm that has been brewing on the horizon for the past few years is headed directly toward us. In fact, we have already been churned by advance squalls. Extensive challenges lie dead ahead. How we meet those imminent and immediate challenges will plot the future of teacher education. Our choices are to forge ahead independently or to pull together to chart the future collectively with strength of number.

We believe that it is now time to pull together--to explore the issues and to chart a course for the future. The time is now to face head-on the hard issues confronting us. The time is now to seek solutions together.

The College of Education at Grambling State University is sponsoring a National Institute on Teacher Education to provide the opportunity for leaders in colleges of education who are "in the same boat" to face the storm and to chart courses for a less turbulent future. This three-day invitational conference will enable us to explore together, to map our course and to develop action plans for our institutional and collective futures in teacher education. You are invited to send a two-to-four member team from your institution to participate in the Institute from May 25-28, 1986. It would be desirable to have your counterpart from the College of Arts and Sciences on campus in attendance as part of your team.

What hard issues loom on the horizon?

- °The impact of teacher competency testing
- °Declining interests in teaching by capable students
- °The impact and implications of the NCATE Redesign and the Holmes Group on Teacher Education

Who will help us explore these issues and chart our future?

- °Dr. Jack Gant, retired Dean of the College of Education at Florida State University and former president of the American Association of Colleges of Teacher Education (AACTE) will be a guide for these experiences.

"An Equal Opportunity Employer/Facilities Accessible To The Handicapped"

°Dr. Emily Feistritzer, publisher of Teacher Education Reports, will spend a day exploring the issues from her unique vantage point.

°Dr. Dave Imig, Executive Director of AACTE, will help us chart appropriate courses.

°Others including Dr. Johnnie R. Mills, Dr. A. P. Butler, Dr. Earline Simms, Dr. Mary Minter and Dr. Jo Ann Dauzat will provide coordination and assistance in presentations and plan analysis. These College of Education professors will share highlights of the College of Education programs which won the American Association of State Colleges and Universities Award of Excellence in Teacher Education.

Join us in this venture. There is much work to be done . . . together! There are important facts to be highlighted, ideas to be shared, plans to be made, a less turbulent future to be charted. We share the problems. Let's share solutions. Send in your reservations and registration fees by April 25, 1986. Other program specifics and registration forms are enclosed.

We look forward to working with you.

Sincerely,

Burnett Joiner, **Dean**
College of Education

BJ/VR

Enclosure

IMPROVING TEACHER EDUCATION PROGRAMS

EXPLORING ISSUES AND CHARTING FUTURES

Grambling State University
College of Education

INSTITUTIONAL PRE-ASSESSMENT

1. Institution _____ 2. Respondent's Position _____

3. Enrollment Data: _____(A) University _____(B) College of Education

4. Unit(s) responsible for initiatives in improving student performance on competence measures (Specify) _____

_____

5. Competence Measures used in Program
   A. Program entry _____
   B. Program exit _____
   C. Certification _____
   D. Other

6. Approximate Pass Rate
   A. _____
   B. _____
   C. _____
   D. _____

7. Perceived level of commitment to improving the teacher education program and student performance

   A. University-wide: _____low _____ moderate _____ high

   B. College-wide: _____ low _____moderate _____high

8. If given the opportunity to receive long-term technical assistance, what type (content/process) assistance would you choose? (Specify.)

   A. _____

   B. _____

   C. _____

9. ASSESSMENT STRATEGIES/APPROACHES CURRENTLY BEING USED

PLEASE CHECK THE STRATEGIES/APPROACHES YOU ARE PRESENTLY USING TO HELP YOUR PRESERVICE TEACHERS PREPARE FOR THE NATIONAL TEACHER EXAMINATIONS OR SIMILAR TEACHER COMPETENCY EXAMINATIONS.

_____ A. Workshops
_____ B. Computer-assisted instruction
_____ C. Short-term tutorial sessions (one day to three weeks)
_____ D. Long-term tutorial activities (four weeks to one academic term or longer)
_____ E. Curriculum revision
_____ F. Recommended reading lists
_____ G. Outside consultants to work with students
_____ H. Outside consultants to work with faculty
_____ I. Campus-based consultants to work in specific content areas
_____ J. Films and other media resources
_____ K. Others: _____
_____
_____

10. CHECK ALL ITEMS WHICH DESCRIBE YOUR SITUATION

WHAT MAIN THEMES DID THE ABOVE ACTIVITIES FOCUS UPON?

_____ A. Test-taking skills
_____ B. Thinking skills
_____ C. Professional knowledge
_____ D. Reading skills
_____ E. Problem-Solving skills
_____ F. Writing skills
_____ G. General Knowledge
_____ H. Time management
_____ I. Vocabulary development
_____ J. Other: _____
_____
_____

11. CHECK ALL ITEMS WHICH DESCRIBE YOUR SITUATION

WHO IS PRIMARILY RESPONSIBLE FOR IMPLEMENTING THE STRATEGIES/APPROACHES CHECKED ABOVE?

_____ A. Department Head

_____ B. Individual faculty members in courses

_____ C. Students in independent activities
_____ D. College of Education faculty only
_____ E. Faculty across campus
_____ F. Staff of Learning Resource Centers
_____ G. Special Tutors
_____ H. Special teacher competency committee
_____ I. Other: _____
_____
_____

12. CHECK ALL ITEMS WHICH DESCRIBE YOUR SITUATION

OF THE STRATEGIES/APPROACHES BELOW THAT YOU USED, WHICH ONES DID YOU FIND TO BE MOST SUCCESSFUL/UNSUCCESSFUL WITH YOUR STUDENTS? PRIORITIZE BY NUMBERING THEM ACCORDING TO THE STRATEGIES/APPROACHES WHICH BROUGHT ABOUT THE MOST IMPROVEMENT IN YOUR STUDENTS' SCORES ON THE NATIONAL TEACHER EXAMINATIONS OR SIMILAR EXAMINATIONS.

	SUCCESSFUL	UNSUCCESSFUL
A. Workshops	_____	_____
B. Computer-Assisted instruction	_____	_____
C. Short-term tutorial sessions (one day to three weeks)	_____	_____
D. Long-term tutorial activities (four weeks to one academic year or longer)	_____	_____
E. Curriculum Revision	_____	_____
F. Recommended Reading Lists	_____	_____
G. Outside Consultants to work with students	_____	_____
H. Outside Consultants to work with faculty	_____	_____
I. Campus-Based consultants to work in specific content areas	_____	_____
J. Films and other media resources	_____	_____

13. PLEASE DESCRIBE PROGRAM CHANGES WHICH YOU PERCEIVE NECESSARY TO IMPACT POSITIVELY ON STUDENT COMPETENCY MEASURES PERFORMANCE.

A. _____
B. _____
C. _____
D. _____

APPENDIX

GRAMBLING STATE UNIVERSITY

PROGRAM DOCUMENTS

CHECKLIST

COE ADMISSION AND MONITORING
(Teaching Majors)

Name_____ SS #_____

This student has:

By end of freshman year

Yes	No	
___	___	Completed the Basic Studies requirements and applied for transfer
___	___	Completed COE Application for Admission . . .
___	___	A minimum 2.0 GPA
___	___	Been admitted to COE: Conditional___ Unconditional___ Date_____
___	___	Passed the STEP Test Date_____
___	___	Passed the Reading Test (minimum composite of 11.0) Date_____
		Passed the COE English Proficiency Test:
___	___	Essay Date_____
___	___	Objective Date_____
___	___	Passed the Math Proficiency Test Date_____
___	___	Taken Ed. 162, Introduction to Teaching
___	___	A COE advisor

By end of sophomore year

Yes	No	
___	___	A minimum of 20 hours in Observation/Participation (Ed. 162 - 10 hrs.; Ed. 202 or 204 - 10 hrs.)
		Passed NTE Modules:
___	___	Communication Skills (645) Date_____
___	___	General Knowledge (644) Date_____
___	___	Applied for admission to a teaching program Date_____
___	___	Had an admission interview
		Taken departmental tests:
___	___	Subject matter Pre____ Post____ Date_____
___	___	General Knowledge Pre____ Post____ Date_____
___	___	Professional Knowledge Pre____ Post____ Date_____
___	___	A minimum 2.5 GPA
___	___	Been admitted to a department (Degree Program) Date_____

By end of junior year

Yes	No	
___	___	A minimum of "C" in complete English sequence
___	___	A minimum of "C" in any professional course
___	___	A minimum of "C" in any specialized academic course
___	___	Removed all academic deficiencies

Checklist: COE Admission and Monitoring
(Teaching Majors)

Taken departmental tests:

___	___	Subject matter Pre____ Post____ Date_____
___	___	General Knowledge Pre____ Post____ Date_____
___	___	Professional Knowledge Pre____ Post____ Date_____
___	___	A minimum of 30 Observation/Participation hours (Ed. 162, Ed. 202 or 204, Ed. 300)
___	___	A major and minor (or concentration)
___	___	Applied for Admission to Advanced Standing Date_____
___	___	Been admitted to Advanced Standing Date_____
___	___	Completed Ed. 303, 314, 328 and 320, 322 or 325
___	___	Applied for and admitted to Advanced Methods Date_____
___	___	A minimum of 40 Observation/Participation hours (Ed. 314 and Ed. 402)

By end of first semester of senior year

Yes	No	
___	___	A minimum 2.5 GPA
___	___	Completed Advanced Methods course(s) with a minimum grade of "C"
___	___	Proficiency in communicative skills
___	___	Social and emotional maturity
___	___	A minimum of 100 Observation/Participation hours
___	___	Taken the departmental Pretest Date_____
___	___	Passed the Professional Knowledge Module of the NTE Date_____
___	___	Completed specialized academic sequence with a minimum grade of "C"
___	___	Applied for Student Teaching Date_____

By end of senior year

Yes	No	
___	___	A minimum 2.5 GPA
___	___	Completed an approved program
___	___	Passed the COE Senior Comprehensive
___	___	Taken the departmental Posttest Date_____
___	___	Passed the Specialty Area of the NTE Date_____
___	___	Applied for graduation Date_____
___	___	Applied for certification Date_____

My signature affirms that the information checked above is correct to the best of my knowledge.

_____
Student Signature

_____
Advisor

_____
Department Head

COLLEGE OF EDUCATION
GRAMBLING STATE UNIVERSITY

CURRICULUM CONTRACT

Department	Major	Minor	Classification	Semester	Year

COURSES

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

COMMENTS: _____

_____

_____

_____

_____

_____

_____

Student: _____ I.D. No. _____ Date: _____

Advisor: _____ Date: _____

STUDENT/Blue ADVISOR/Green DEPARTMENT HEAD/Canary STUDENT SERVICES OFFICE/Pink ACADEMIC DEAN/Goldenrod

COLLEGE OF EDUCATION
GRAMBLING STATE UNIVERSITY
APPLICATION FOR ADMISSION

TO BE COMPLETED BY COE

COLLEGE ADVISOR_____

ADMISSION STATUS:

☐ ADMIT UNCONDITIONALLY ☐ ADMIT CONDITIONALLY* ☐ DO NOT ADMIT

COMMENTS:_____

_____

_____

*NOTE: Conditional status must be removed within one year.

DATE_____

I.D. NO._____ SS#_____

G.P.A._____ HRS. COMPLETED_____

CLASSIFICATION_____

NAME_____

ADDRESS (Home):_____
P.O. BOX OR STREET

_____
CITY, STATE & ZIP CODE

(Local Mailing)_____
P.O. BOX OR STREET

_____
CITY, STATE & ZIP CODE

TELEPHONE NUMBER (Home):_____ (Local)_____
(A/C) (A/C)

DATE OF BIRTH:_____ PLACE OF BIRTH_____

MARITAL STATUS: ___Single ___Married ___Divorced ___Widowed ___Separated SEX: _____M_____F

HIGH SCHOOL FROM WHICH GRADUATED:_____

ADDRESS:_____

HIGH SCHOOL GRADE-POINT AVERAGE (Approximate):_____

ACT SCORE: _____ _____ _____ _____ _____
COMPOSITE ENGLISH MATH SCIENCE SOCIAL STUDIES

STEP SCORE: _____ _____ _____
READING MATHEMATICS WRITTEN EXPRESSION

NELSON-DENNY SCORE: _____ _____ _____ _____
VOCABULARY COMPREHENSION TOTAL RATE

COE ENGLISH PROF. SCORE: _____/_____ COE MATHEMATICS PROF. SCORE: _____
ESSAY OBJECTIVE

DEPARTMENTAL TEST SCORES: PRE_____ POST_____

MAJOR_____ MINOR_____

_____/_____
SIGNATURE OF APPLICANT DATE

_____/_____
SIGNATURE OF SCREENING OFFICER DATE

APPROVED: _____/_____
DEAN DATE

DEAN/White STUDENT/Green DEPARTMENT HEAD/Canary ADVISOR/Pink LIAISON ADVISOR/Goldenrod

COE 1981, REVISED 1985

COLLEGE OF EDUCATION
GRAMBLING STATE UNIVERSITY
APPLICATION FOR ADMISSION TO DEGREE PROGRAM
(TEACHING MAJORS)

FOR OFFICIAL USE

Advisor_____

ACTION OF SCREENING COMMITTEE:

☐ ADMIT UNCONDITIONALLY ☐ ADMIT CONDITIONALLY ☐ DO NOT ADMIT

COMMENTS:_____

_____

_____

APPROVED BY:

DEPT. HEAD_____DATE_____

DEAN_____DATE_____

TO BE COMPLETED BY DEPARTMENT

Has been admitted to COE? Yes___No___

Has a minimum of a 2.5 GPA (all subjects attempted)? Yes__No__

Has the required ACT score? Yes___No___

Has taken the STEP Test? Yes___No___

Has passed the NTE General Knowledge Module? Yes___No___

Has passed the NTE Communication Skills Module? Yes___No___

Has an acceptable reading score? Yes___No___

Has passed the COE English Proficiency Test? Yes___No___

Has passed the COE Mathematics Proficiency Test? Yes___No___

Has removed all identified academic deficiencies? Yes___No___

NAME_____ DATE_____ SS#_____

ADDRESS (Home):_____ (Local Mailing)_____

P.O. BOX OR STREET P.O. BOX OR STREET

_____ _____

CITY, STATE & ZIP CODE CITY, STATE & ZIP CODE

TELEPHONE NUMBER: (Home)_____ (Local)_____

(A/C) (A/C)

ACT SCORE: _____ _____ _____ _____ _____

COMPOSITE ENGLISH MATH SCIENCE SOCIAL STUDIES

STEP SCORE: _____ _____ _____

READING MATH WRITTEN EXPRESSION

NELSON-DENNY SCORE: _____ _____ _____ _____

VOCABULARY COMPREHENSION COMPOSITE RATE

DEPARTMENTAL TEST SCORES: PRE_____ POST_____

BASIC SKILLS TEST SCORES (NTE CORE BATTERY)

_____General Knowledge: _____ _____ _____ _____

MATH SCIENCE SOCIAL STUDIES LIT. & FINE ARTS

_____Communication Skills: _____ _____ _____

READING LISTENING WRITING

COE ENGLISH PROF. SCORE: _____ _____ COE MATHEMATICS PROF. SCORE: _____

ESSAY OBJECTIVE

CLASSIFICATION:_____ HRS. COMPLETED: GSU_____OTHER UNIV._____TOTAL_____

GRADE-POINT AVERAGE (all subjects attempted)_____NO. OF HRS. COMPLETED IN OBSERVATION/PARTICIPATION_____

MAJOR:_____MINOR/AREA OF CONCENTRATION_____

_____

SIGNATURE OF APPLICANT

COLLEGE OF EDUCATION
GRAMBLING STATE UNIVERSITY
APPLICATION FOR ADMISSION TO ADVANCED STANDING
(TEACHING MAJORS)

TO BE COMPLETED BY DEPARTMENT

Has been admitted to a degree program? Yes___No___
Has a minimum of "C" in English sequence? Yes___No___
Has a minimum of "C" in each professional course? Yes___No___
Has a minimum of "C" in each specialized academic course? Yes___No___
Has a minimum GPA of 2.37 Yes___No___
Has completed all required tests? Yes___No___
Has removed all identified academic deficiencies? Yes___No___

DATE_____

SS#_____

G.P.A._____ HRS. COMPLETED_____

CLASSIFICATION_____

NAME_____

ADDRESS (Home)_____
P.O. BOX OR STREET

_____
CITY, STATE & ZIP CODE

Local Mailing_____
P.O. BOX OR STREET

_____
CITY, STATE & ZIP CODE

TELEPHONE NUMBER (Home)_____ (Local)_____
(A/C) (A/C)

SEEKING ADMISSION FOR: SPRING_____ SUMMER_____ FALL_____

SPECIFIC TEACHING MAJOR:_____

MINOR AREA OR CONCENTRATION:_____

NUMBER OF HOURS COMPLETED IN OBSERVATION/PARTICIPATION:_____

_____
DIRECTOR, OFFICE OF PROFESSIONAL LABORATORY EXPERIENCES

STATUS OF ADMISSION: RECOMMENDED_____ NOT RECOMMENDED_____

COMMENTS:_____

_____

_____

APPROVED:

_____ /
PROFESSIONAL ADVISOR DATE

_____ /
DEPARTMENT HEAD DATE

_____ /
DEAN DATE

DEPARTMENT HEAD/White STUDENT/Green ADVISOR/Canary DEAN/Pink LIAISON ADVISOR/Goldenrod
COE 1981, Revised 1985

GRAMBLING STATE UNIVERSITY
OFFICE OF PROFESSIONAL LABORATORY EXPERIENCES
COLLEGE OF EDUCATION

APPLICATION FOR ADMITTANCE TO ADVANCED TEACHING METHODS SEMINARS: ELEMENTARY, EARLY CHILDHOOD, HIGH SCHOOL SUBJECTS, AND SPECIAL EDUCATION

Date of Application_____

Name_____ I. D. No._____
Last First Middle

Name of COE Adviser_____

Name of Major Area Adviser_____

Major Field_____

Semester Enrollment is Requested_____

Age_____ Marital Status_____

Permanent Address_____
(P.O. Box/Street) (City/State) (Phone)

Local Address_____ Phone_____
(City)

Place photo here.

Do you have access to a car?_____

COE Department in which you are enrolled_____

Date Admitted to Teacher Education_____ Scholastic Average_____

Date Admitted to Advanced Standing_____

Health? Excellent___ Good___ Fair___ Physical Defects?_____
(Describe in next section)

Comments by applicant for special consideration:

Approval Schedule	Admit	Do not Admit	Signature	Date
1. Receipt by OPLE			_____	_____
2. Area Adviser	____	____	_____	_____
3. COE Adviser	____	____	_____	_____
4. COE Department Head	____	____	_____	_____
5. OPLE Director	____	____	_____	_____
6. Notification by mail (Student, adviser, department head			_____	_____

Comments: Please make comments on the appraisal form.

APPRAISAL FORM FOR ADMISSION TO METHODS COURSES

Name of Student_____ Date_____

Major_____ Minor_____

I. Fill each blank below with "YES" or "NO" for the following items:

_____ 1. Has been admitted to Teacher Education

_____ 2. Has been admitted to Advanced Standing

_____ 3. Has a minimum grade of "C" in each professional course

_____ 4. Has a minimum grade of "C" in specialized academic courses

_____ 5. Has a minimum grade of "C" in English sequence

_____ 6. Has a minimum GPA of 2.3

_____ 7. Is free from handicapping conditions which would interfere with effective teaching

_____ 8. Has passed the English Proficiency Test

_____ 9. Has passed the Mathematics Proficiency Test

_____10. Has an acceptable reading score

_____11. Has passed the NTE Communication Skills Test

_____12. Has passed the NTE General Knowledge Test

_____13. Has on file Pre and Post departmental tests scores for the sophomore year

_____14. Has a major and minor (or concentration) area of study

_____15. Has completed a minimum of 40 hours of observation and participation experiences

_____16. Has completed EDU. 303, 314, 320, 322, and 325

II. Comments: Strengths and/or weaknesses of the student:

III. Recommendation: (Check One)

_____ This student meets the eligibility criteria for admission to advanced methods. I recommend that he/she be admitted.

_____ This student does <u>not</u> meet the eligibility criteria for admission to advanced methods. I do <u>not</u> recommend admission.

_____
Advisor

_____
Department Head

NOTE: A COPY OF THIS FORM SHOULD BE COMPLETED BY THE LIAISON FACULTY ADVISOR

APPLICATION FOR ADVANCED PROFESSIONAL LABORATORY EXPERIENCES

COLLEGE OF EDUCATION
GRAMBLING STATE UNIVERSITY

Date of Application_____
Seeking Admission for F Sp S 19____

(Please type or print neatly.)

Name_____
Last First Middle/Maiden
I. D. No._____ SSN_____
Home Address_____
P. O. Box or Street
_____
City, State and Zip
Local Address_____
P. O. Box or Street
_____
City, State and Zip
Telephone No.: Home ( )_____
Local ( )_____
Marital Status_____
Do you have access to a car? _____
If you answer yes to any of the questions below, explain on the back of this form.

		No	
☐	☐	1.	Do you have courses to take after this laboratory experience?
☐	☐	2.	Do you plan to take a course with the laboratory experience?
☐	☐	3.	Should your physical condition be considered in your placement for the laboratory experience?

Area Adviser_____
COE Adviser_____
Major Field_____
Minor Field_____
Date Advanced Methods Taken_____ Grade____
GPA_____

NTE Core Battery Test Scores
_____, _____,
General Knowledge Communications
_____ _____
Professional Knowledge O/P Hours Completed

Applying for admission to (Check appropriate areas):

☐ Student Teaching
- ☐ Elementary
- ☐ Early Childhood Ed.
- ☐ Special Ed.
- ☐ Secondary Ed.

☐ Internship
- ☐ Therapeutic Rec.
- ☐ Parks and Rec. Adm.
- ☐ Camping and Outdoor
- ☐ Other _____

☐ Practicum
- ☐ Special Ed.
- ☐ Early Childhood Ed.
- ☐ Teacher Ed.
- ☐ Library Ed.

Preferred Placement in order of priority:
Parish_____ City_____
Parish_____ City_____
Parish_____ City_____

Preferred Grade Level (Circle one):
K 1 2 3 4 5 6 7 8
9 10 11 12

To be completed by Area Adviser
☐ Admit ☐ Pending ☐ Do not Admit
Comment:_____
_____
Signature_____
Date_____

To be completed by COE Department Head
☐ Admit ☐ Pending ☐ Do not Admit
Comment:_____
_____
_____
Signature_____ Date_____

To be completed by COE Adviser
☐ Admit ☐ Pending ☐ Do not Admit
Comment:_____
_____
Signature_____
Date

To be completed by Director of OPLE
☐ Approved ☐ Not Approved
Placement: Parish_____
School (1)_____ Teacher_____
School (2)_____ Teacher_____
Comment:_____
_____
Signature Date _____

AUTOBIOGRAPHICAL INFORMATION

Date_____

Your Name _____ Date of Birth_____

Name of Parents or Guardians:_____

Marital Status (check one) ☐ Married ☐ Single ☐ Divorced

Name of Spouse:_____

Names of Children (if any):_____

Hobbies:_____

Special Non-Teaching Skills:_____

Previous Work Experiences:_____

_____

Are there other teachers in your family? _____ How many? _____

Education (State briefly high points of each level):

A. Elementary (give name of school and dates of attendance):

B. Secondary (give name of school and dates of attendance):

C. College (give name of college and dates of attendance):

Desired Level of Certification

A. Elementary (give level):_____ Minor: _____

B. Secondary (give fields): Major:_____

Minor:_____

What are your career plans after graduation?

_____

_____

APPRAISAL FORM FOR ADMISSION TO STUDENT TEACHING

Name of Student _____
Last First Middle

_____ _____
Major Minor or Concentration (Circle One)

Academic Average _____ Methods Grade _____

I. Fill in each blank with "YES" or "NO" for the following items:

_____ 1. Has been admitted to Advanced Standing

_____ 2. Has completed appropriate Methods Course(s) with a minimum grade of "C"

_____ 3. Has completed appropriate specialized academic courses with a minimum grade of "C"

_____ 4. Has a minimum grade-point average of 2.5

_____ 5. Has no handicapping conditions which would interfere with effective teaching

_____ 6. Has general proficiency in communicative skills

_____ 7. Has demonstrated social and emotional maturity

_____ 8. Has completed the observation-participation requirement (Minimum of 100 clock hours)

_____ 9. Has on file pre and post departmental test scores for the junior year

_____ 10. Has taken the Professional Knowledge Module of the NTE

_____ 11. Has demonstrated exemplary moral and ethical character

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II. Courses to be taken:

1. Courses to be taken <u>along with</u> Student Teaching (based upon a review of the student's transcript):

_____

_____

_____

2. Courses to be taken <u>after</u> Student Teaching (based upon a review of the student's transcript):

_____

_____

_____

APPRAISAL FORM: Admission to Student Teaching
Page # 2

III. Recommendation: (Check one)

_____ This student meets the eligibility criteria for admission to Student Teaching. I recommend that he/she be admitted.

_____ This student does not meet the eligibility criteria for admission to student teaching. I do not recommend admission.

_____
Advisor

_____
Department Head

NOTE: A copy of this form should also be completed by the liaison faculty advisor and department head for secondary education majors.